



# SUPPORTING STUDENT WELL-BEING: RECOGNIZING, RELATING TO, AND REFERRING STUDENTS IN DISTRESS (AND OTHER WAYS TO MAKE A DIFFERENCE!)

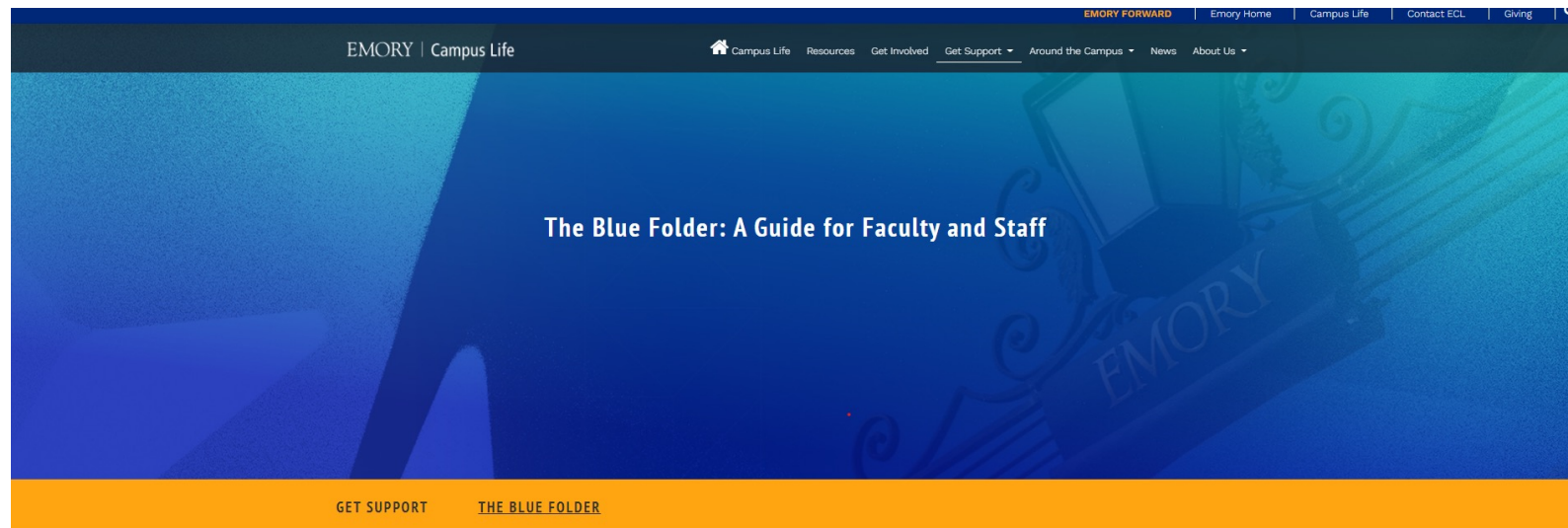
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# OBJECTIVES

- Review **national trends** related to mental health in higher education; connect to **campus data**.
- Differentiate between normative, developmental experiences, and mental health needs.
- Identify strategies to connect when a student's mental health may be impacting them

# THE BLUE FOLDER



Campus Life > Get Support > The Blue Folder > The Blue Folder: A Guide for Faculty and Staff

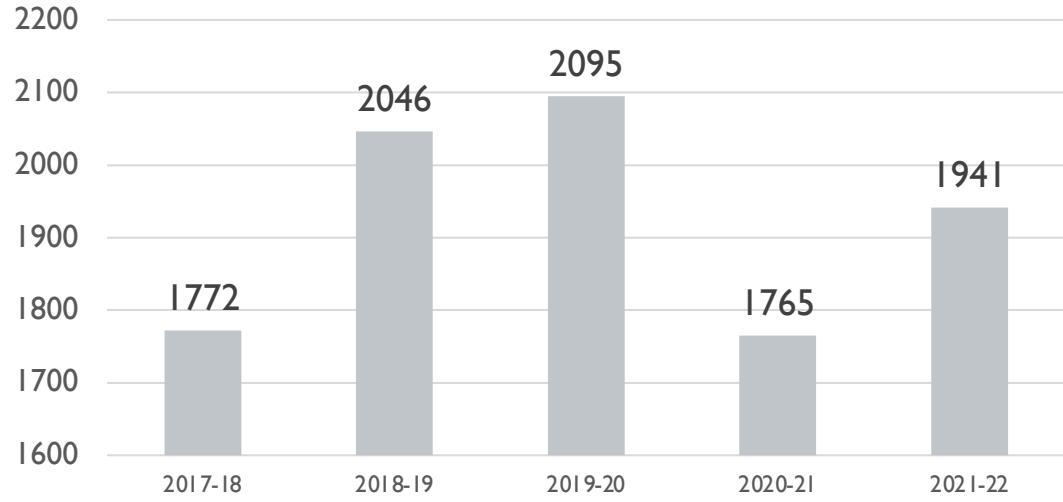
## THE BLUE FOLDER

Support During A Crisis: A Guide for Faculty and Staff

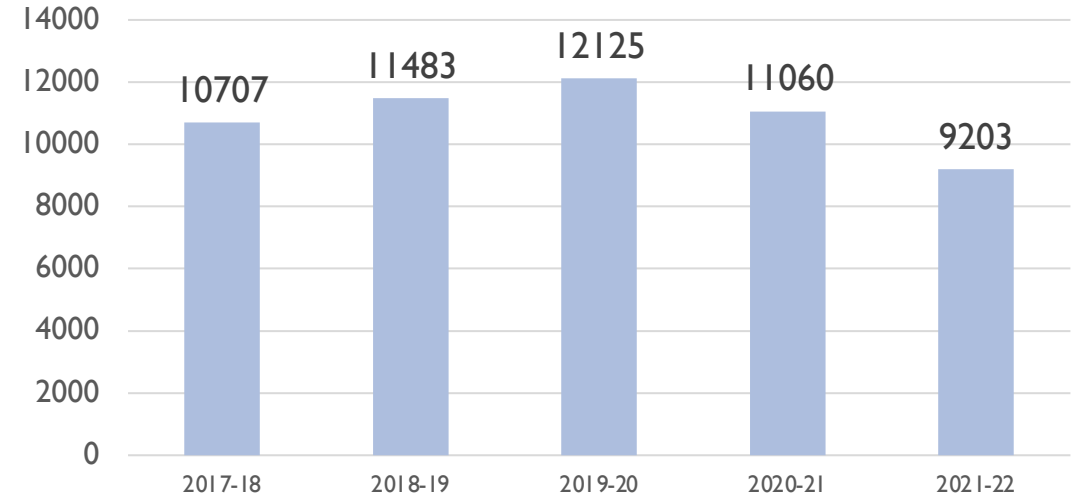
Supporting Undergraduate Students | Supporting Graduate and Professional Students

<https://campuslife.emory.edu/support/the-blue-folder/index.html>

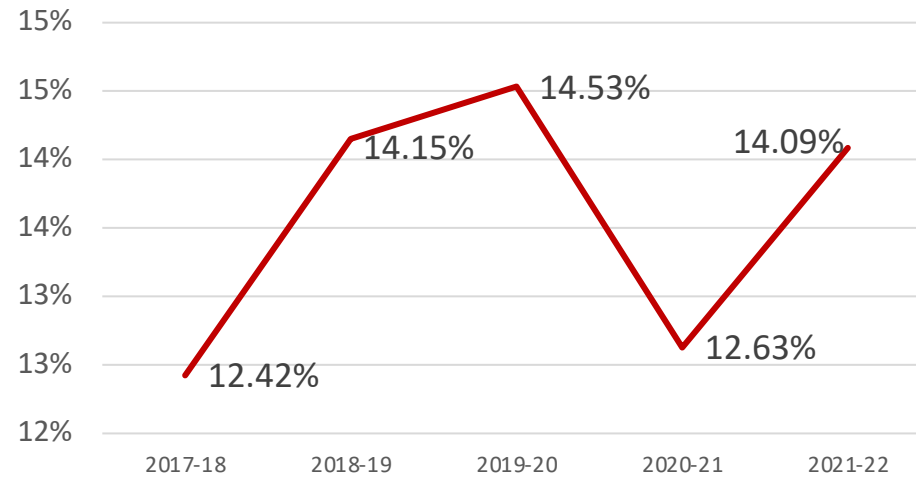
## Annual Clients



## Annual Appointments

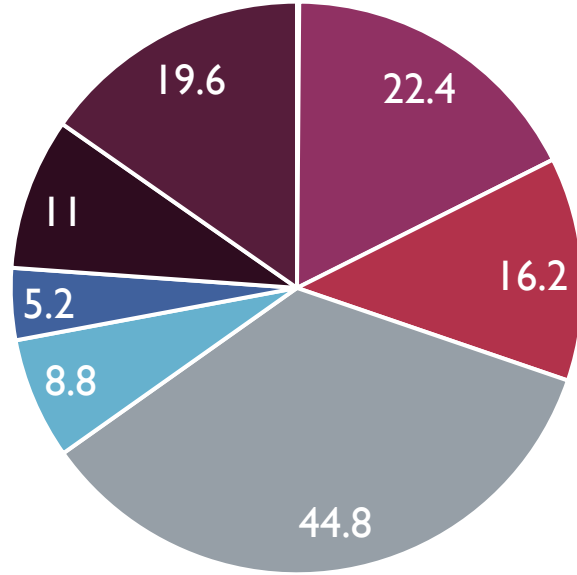


## CAPS Utilization Rate

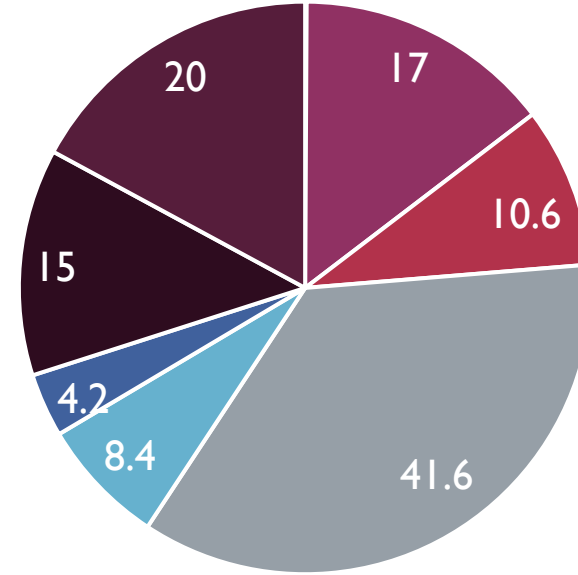


\*National Mean UR for 15k Campus = 7.5%

CAPS



Emory



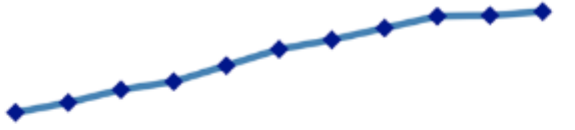
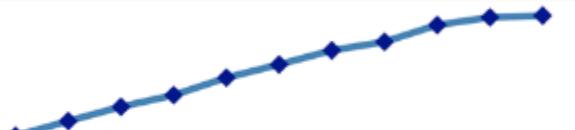



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- Asian/Pacific Islander
- Black/African American
- Caucasian/White
- Hispanic/Latinx
- Multi-racial
- International
- First Gen

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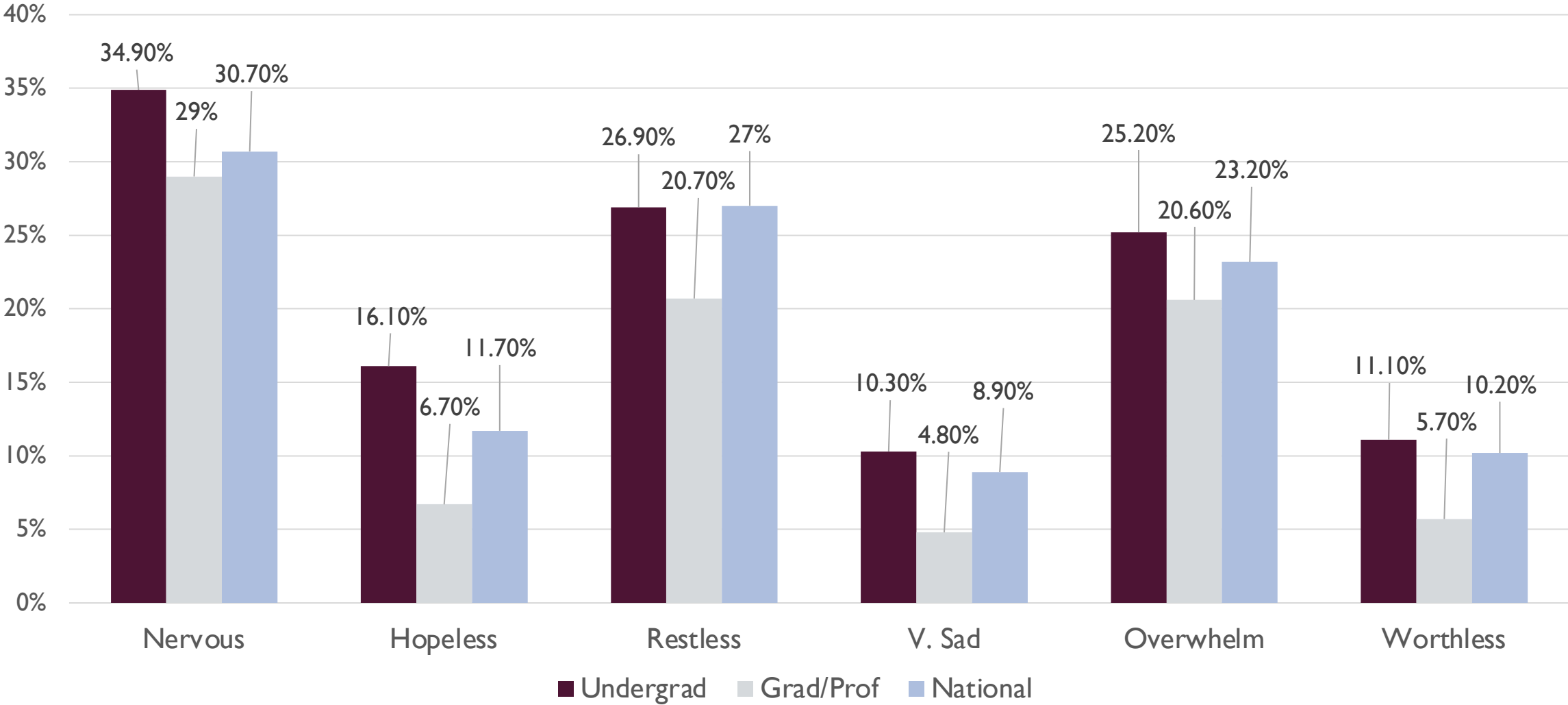
# What does “mental health issues” refer to?

*Trends: Average Subscale Scores (2010 to 2021)*

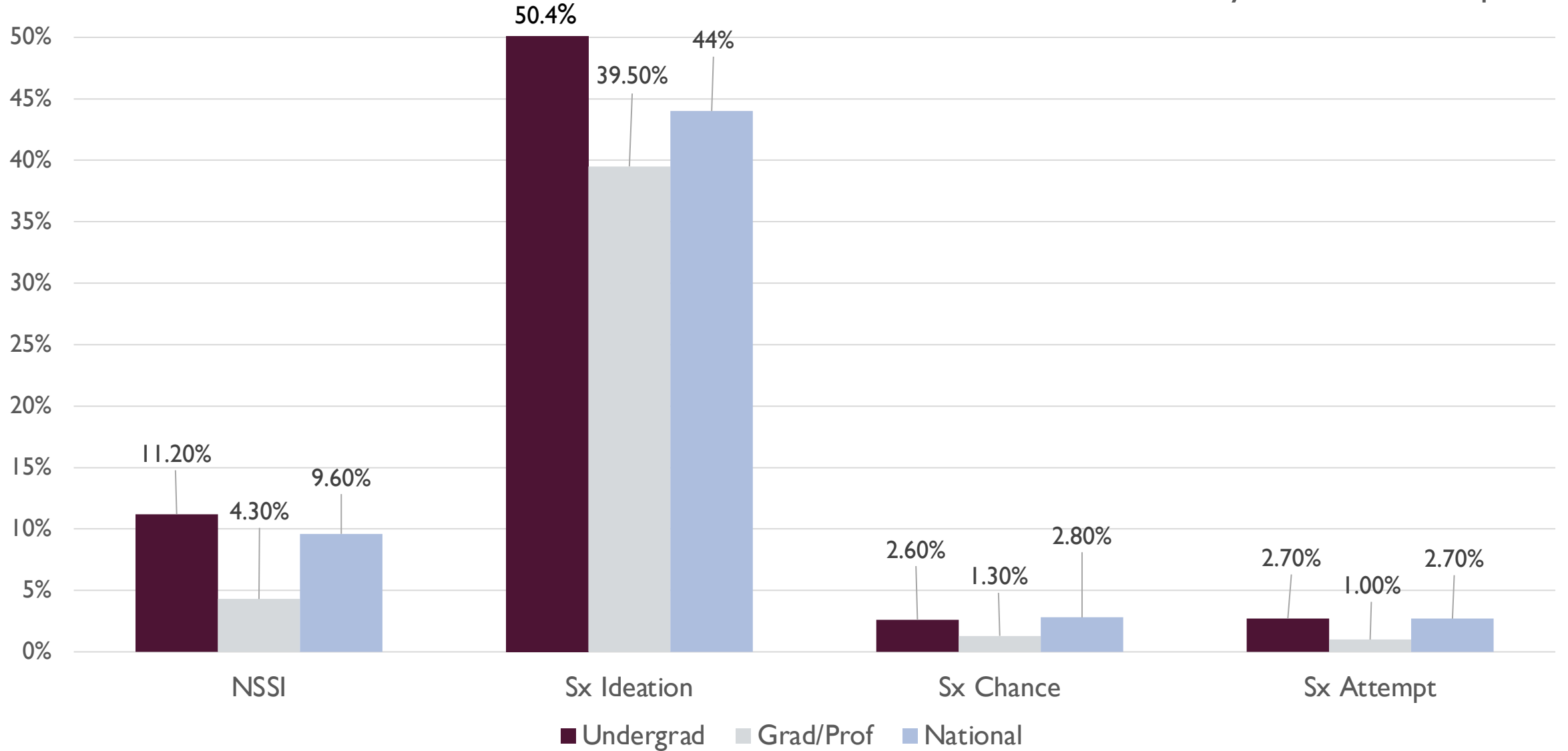
Center for Collegiate Mental Health. (2022, January). 2021 Annual Report (Publication No. STA 22-132)

Item	11-Year Change	2010-2021	Lowest	Highest	2020-2021
<b>CCAPS-62</b>					
Depression	+0.23		1.59	1.82	1.82
Generalized Anxiety	+0.27		1.61	1.89	1.89
Social Anxiety	+0.25		1.82	2.07	2.06
Academic Distress	+0.19		1.85	2.04	2.04
Family Distress	+0.12		1.29	1.42	1.42

# NCHA 2022: Emory & National Samples



## NCHA 2022: Emory & National Samples







	<u>Emory</u>	<u>National</u>
I belong at my college	63.6	65.1
Students' health and well-being is a priority at my college	38.8	46.8
Campus climate encourages free and open discussion of students' health and well-being	46.6	53.7
We are a campus where we look out for each other	45.1	50.7

# STUDENT “MENTAL HEALTH” ISSUES ENCOUNTERED BY FACULTY

- Vagueness of the phrase “mental health issues” or reference to some clinical concern (depression, suicide references, trauma, crisis, etc.) activates a disempowered dilemma for faculty?
  - Obligation to attend to student safety or urgent well-being issues?
  - Afraid to cause harm or “make things worse”?
  - Navigating the intersection of academic integrity and student well-being when students request adjustment to their academic expectations (delay exams, extend assignment deadlines, dismiss attendance requirements)?
  - Managing your own human reactions (worry, anger, fatigue) when students present you with concerning (or peculiar) information and/or behavior (in office hours, after class, via emails).



# A PARADIGM SHIFT

**RECOGNIZE & REFER**

*PLUS*

**RECOGNIZE & *RELATE***



# COMMON STUDENT STRUGGLES

## “PAIN POINTS”

### OVERWHELMED:

frozen/can't keep up/hopeless

### SELF CONSCIOUS:

inadequate; concerned others don't like me

**SAD:** grieving....a person, time, or place; a way of being in the world

### IMPOSTER FEELINGS:

lack of confidence, constantly comparing self to others; inadequate

**MARGINALIZED:** oppressed, othered, objectified

### STRESSED:

physically and psychologically worn down

### UNMOTIVATED:

unable to focus; tired vs discouraged vs resistant to current path

**DIFFICULTY DEFINING SUCCESS:** overwhelmed by choices, values confusion



## We Invite Campus Partners to...

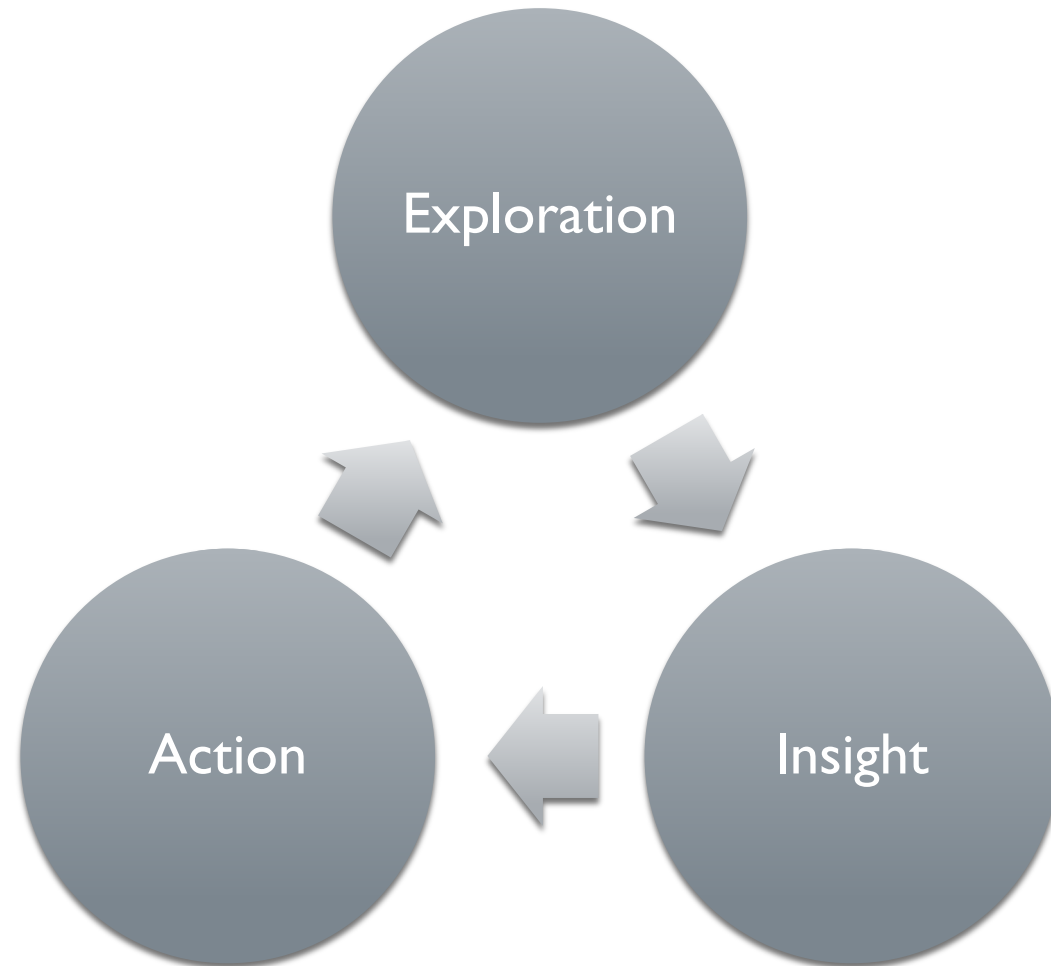
- (1) **Re-narrate and deepen** our community's understanding of mental health (e.g., shift away from over-reliance on “recognize & refer”).
- (2) **Prompt important conversations** with students about life struggles that impact their mental health.
- (3) Identify and **counter toxic messages** that permeate our community and society.
- (4) Raise awareness about the wide array of **resources and supports** available to students to positively impact their mental health.

# HELPING, SUPPORT, & *CONFIDENTIALITY*

- Although you are not a professional counselor, **you are in a unique position to help students** because you share regular time with each other.
- **You are not alone!**
  - Emory has a wonderful team of professionals – including CLP (Campus Life Professionals), SIS (Student Intervention Services), RESPECT, CAPS, and others – who will help to support you and the student in next steps following an incident.
- **You are a mandated reporter.**
  - Remembering the importance of working in a team model is essential to make sure the student is provided with the best resources. **You are not the sole party responsible** for helping the student be successful. This also means information students share is not confidential; however, this can break trust.

**HELPING SKILLS  
ARE USED TO  
FACILITATE THE  
PROCESS.**

Be mindful of cultural  
and individual  
considerations – no  
universal solution or  
approach.



# HOW TO BE AN ACTIVE LISTENER

- **Be Aware of Your Surroundings:** Are you in a space which promotes a comfortable and relaxed environment? Is the door closed? Is there someone down the hall playing loud music? How can you minimize these distractions?
- **Be Aware of your own Emotions:** Are there certain topics which are more triggering for you? Do you feel sorry and pity vs compassion and empathy? Determine your emotions before projecting onto the student, which can lead to a heightened response to what is occurring.
- **Encourage and Support :**
  - Be patient; wait for the student to complete their story
  - Do not interject with your expectations of what is happening
  - Pay attention to word choice and repetition
- **Be Aware of Nonverbal Communication**





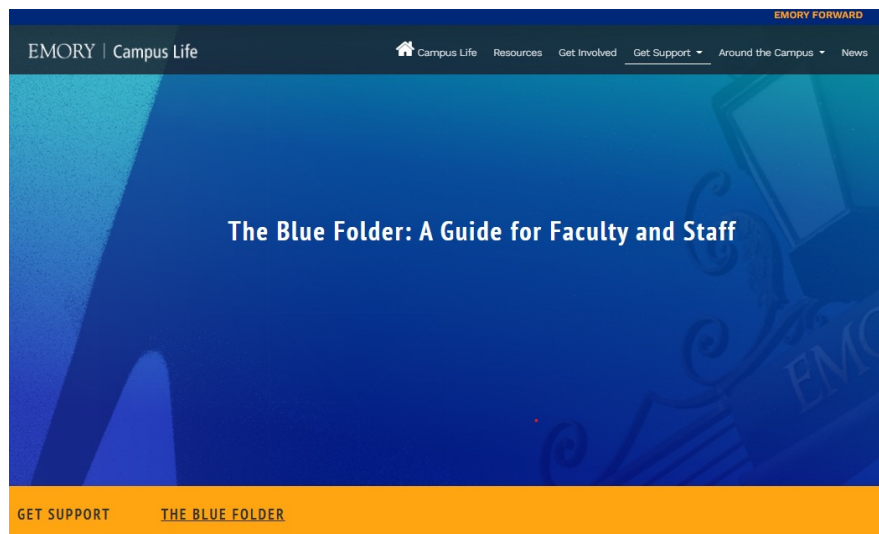
# DIFFERENTIATE BETWEEN TYPICAL STRUGGLES AND CRISIS

- Traumatic events
- **Significant** deterioration in academic performance
- Notable behavior or behavioral changes
- Threatening harm to self or others

# RECOGNIZE RELATE AND REFER TO SIS AND CASE MANAGEMENT

- Recognize
  - **A faculty or staff member is often the first person to recognize a student in distress and then reach out. These noticeable signs of distress can include, but are not limited to, academic problems, interpersonal problems, and behavioral problems.**
- Relate
  - **We encourage you to speak directly to students when you sense that they are in academic or personal distress. Openly acknowledge that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them explore their options. Not all students will be receptive to your help. In some of these cases, to ensure a student is safe, a referral to SIS may still be warranted.**
- Refer
  - **Making a student of concern to the SCMIS is simple. You can call 404.430.1120, email [sisteam@emory.edu](mailto:sisteam@emory.edu), or use the web form located on the website <http://success.emory.edu/index.html>. All referrals are kept private to the fullest extent possible by law and consistent with university policy.**

# RESOURCES



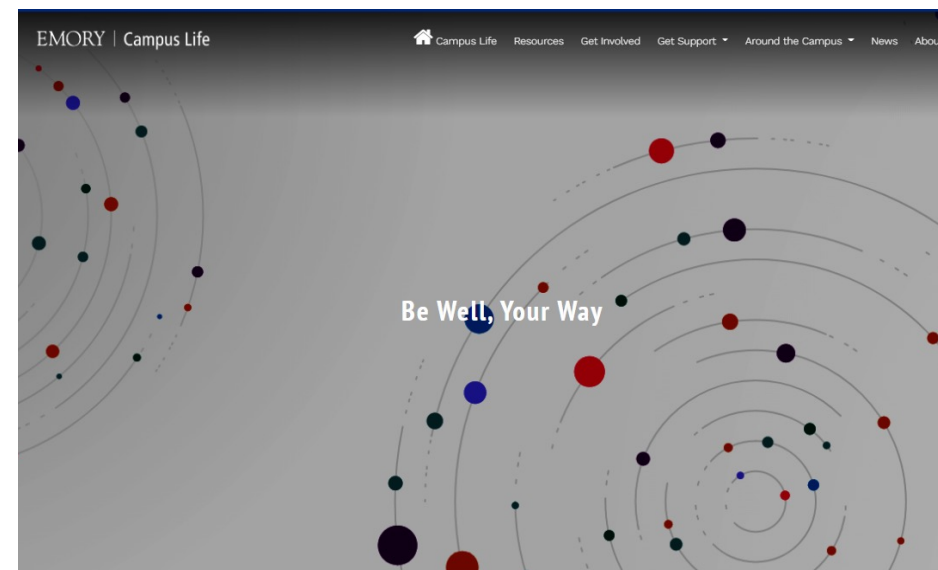
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## THE BLUE FOLDER

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Supporting Undergraduate Students | Supporting Graduate and Professional Students

<https://campuslife.emory.edu/support/the-blue-folder/undergrad.html>



Campus Life > Well-being at Emory > Be Well, Your Way

Well-being starts with you. Explore the resources and support Emory provides for you to establish, maintain, and enhance your well-being.

<https://campuslife.emory.edu/well-being/index.html>

## MORE QUESTIONS, IDEAS, OR WANT TO PARTNER?

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